

Medicine Magic

Purpose

Students will discuss and give examples of how technology, such as computers and medicines, has improved the lives of many people, although the benefits are not equally available to all.

Materials

For each student: library resources, access to the Internet, copy of Black Line Master (BLM) Medicine Magic, pencil

Activity

A. Pre-Activity Preparation

Arrange a time for your class to go to the library and gather some trusted Internet sites about illness, treatments, and the scientists who discovered the treatments.

B. Pre-Activity Discussion

1. Ask students: "Have you ever been ill? What did you do to get better? Did you go to the doctor? Did you get medicine?"
2. Share the following information with students:
 - If you were very sick 100 years ago, doctors could do little more than comfort you. The doctor would usually make house calls. He/she would bring a little black bag containing a few drugs like morphine to ease the pain, quinine to fight off certain infections, or digitalis for heart failure.
 - If you are sick today, you go to the doctor's office. You describe your symptoms to the doctor and receive an examination and a diagnosis. A diagnosis is the doctor's way of telling you what the problem may be. The doctor has more than a little black bag of medicine; he/she has a whole pharmacy of drugs from which to choose. He/she may write a prescription for a medicine that was invented specifically to treat your illness.

C. Student Activity

1. Have students brainstorm illnesses they could research (e.g., polio, measles, chicken pox, scarlet fever, mumps, whooping cough, impetigo, meningitis, sickle cell anemia, ringworm, asthma, strep throat, diabetes, etc.).

Technology Literacy Standards

	I	II	III	IV	V	VI	VII
1	X	X	X			X	
2	X					X	
3	X		X				
4		X	X				
5							
6		X				X	
7		X					
8						X	
9						X	
10							
11							
12							
13				X			
14							
15							
16							

X = This Technology Literacy Standard is addressed in this lesson.

= This Technology Literacy Standard is not addressed in this lesson.

2. Divide the class into pairs, give each student a copy of the BLM *Medicine Magic*, and direct each pair of students to choose one illness to research.
3. Instruct students to record the illness they will research on their BLMs.
4. Read the remainder of the BLM with students, and instruct them to use it as a guide for collecting information.
5. Take students to the library or provide them with the materials you collected. Also take them to the computer lab and direct them to the Internet sites you already found.
6. Assist students in finding as much information as possible.





D. Group Activity

1. Instruct students to share a brief summary of the information they collected about their illness.
2. Tell them to include in their summaries answers to the following questions:
 - How has this treatment improved people's lives?
 - Is this treatment equally available to everyone? Why or why not?
3. Ask the class if there are some reasons that people do not have access to health care that are common to many or all of the diseases discussed.

Questions for Review ---

Basic Concepts and Processes

After students have completed their research, ask questions such as:

-  Name three treatments that have improved people's lives.
-  Can the people you know get these treatments?
-  Are most people able to obtain these medicines?
-  How do you know that?

Name: _____

Medicine Magic

Name of illness: _____

Name of treatment (or vaccine): _____

Scientist(s) who discovered treatment (or vaccine):

Date of discovery: _____

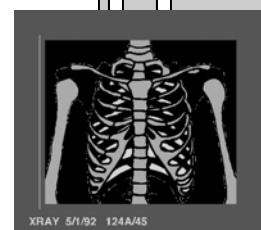
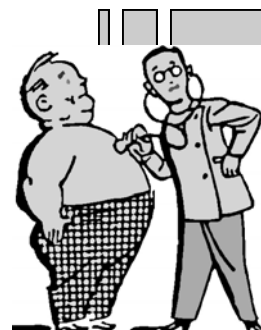
Location of discovery: _____

How was it discovered? _____

How has this treatment (or vaccine) made people's lives better?

Is it available to most people? _____

Explain why you think this treatment (or vaccine) is or is not available to most people.



Medicine Magic

Teacher Directions

Pass out a copy of BLM *Medicine Magic* to each student. Direct each pair of students to choose an illness to research and record it on their BLMs. Instruct students to use their BLMs as a guide for collecting information.

Answer Key

Answers will vary.